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ABSTRACT

This handbook, written for teachers, art teachers, and parents of young children, describes actual elementary school classroom experiences. Each anecdote is juxtaposed with a simple explanation of its philosophical and psychological rationale. Symbolic representation of the environment through art making is seen as a natural language, a communication in which visual statements clarify and stimulate ideas. Children relish art, not only for this symbolic value, but also for the aesthetic pleasure derived from the use of materials. Therefore, this book looks at both art as language and as process, and addresses the manner in which these aesthetic experiences are made available to young children at an individual level. It is suggested that art is a more effective way of realizing educational aims of improved reading, classroom behavior, and the quality of learning. Chapters in the first section, "Art and Children", are: (1) "The Significance of Children's Art"; (2) "The Art Process in the Classroom"; and (3) "The Nature of Children's Art." "Art and Learning," the second section, includes: (4) "Learning about One's Self"; (5) "Learning To Think"; (6) "Learning To See"; and (7) "Learning about Feelings." The third section, "Art and the School", includes: (8) "Integrating Art with Other Subjects"; (9) "The School Environment"; (10) "Intelligence, Creativity, and IQ Tests--The View from the Art Room"; (11) "Some School Problems and Prospects"; (12) "A Word to Parents"; (13) "Some Human Concerns"; and (14) "Contributions to Art Education." The Selected Bibliographies are listed in sections: "Philosophy and Methods"; "Materials and their Uses"; "Psychology and Education"; and "Books for Children." An index concludes the book. (MM)

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